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| TEA Learning System Component: Learning Goals | | | | | |
| Improvement Goal: In this 21st digital age of technology the goals and demands of society always change. Today’s students are different and their learning styles have changed. Schools need to adjust to these “digital students” andteach with using modern technology to increase student achievement and to motivate student learning. | | | | | |
| Collaborator: Meredith | | | | |  |
| **Tasks/ Action Steps**  *What will be done?* | **Responsibilities**  *Who will do it?* | **Resources**  *What funds, time, people, and materials are needed?* | **Timeline**  *By when (day/month)?* | **Monitoring**  *How will you gauge progress toward the goal?* | **Evaluation**  *How will success be determined?* |
| Learner-Centered Staff Development Plan  Briefly describe.  Our school has done some research to find a technology program, “Center Station,” that can be implemented to stimulate our student’s mind. The goal is to reach these students through a different type of situation, than the typical teacher instruction, or learner- centered instruction to keep them motivated, playing games, and at the same time as the main goal increase learning. Students in this century have grown up with technology all their lives, and their brains are wired differently to understand technology. To complete this task, at risk students, struggling students and students who failed TAKS in the previous year will be identified to be placed into an enrichment class, which will be supervised and taught by the subject area teacher. (“Central Station” is available for all four foundation curriculum subjects) The school was able to purchase the program with Title 1 funds and also funds from the technology department. Four computer labs with twenty-five computers each have been reserved during specific times of the week for these tutoring classes to be taught. The “Central Station program has a monitoring system to see on a daily or weekly basis how students are performing, which will be done by each individual teacher. To evaluate how successful the program has been we will review the student’s benchmark results to see if we see increases in their scores compared to other students not participating in the “Central Station” technology enrichment program.  The decisions on how to implement our technology program were arrived during a learner-centered staff development.  All subject area teachers meat in our computer lab and were asked to get into groups. The session purpose and goal was introduced. We needed to decide on an action plan for our new “Central Station” technology to be implemented. We needed to decide which students would use this program, when, where, how often, who would teach the classes, and how we would gauge progress and success. A questionnaire was given to each group of teachers addressing each questing to be discussed as collaborate activity for several minutes. Following this the staff-development facilitator brought the staff back together and asked one member of each group to reflect on what their group decided on. Areas in which the teachers agreed on were documented, and the areas on which they disagreed on were now opened up for discussions and pros and cons which were also documented. After the debate, and listening to others viewpoints we voted on the issues, documented the results and turned the documents to the principle for the final decision. | | | | | |
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